



## Cannons Elementary School

1315 Old Converse Road  
Spartanburg, SC 29307

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	259 Students	
<b>Principal</b>	Karen Grimm	864-279-6100
<b>Superintendent</b>	Dr. James O. Ray	864-279-6000
<b>Board Chair</b>	Mr. Eddie Dearybury	864-279-6000

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2012</b>	<b>Good</b>	<b>Good</b>
2011	Good	Good
2010	Good	Excellent
2009	Good	Good
2008	Average	Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2011-12 whose 2010-11 test scores were located

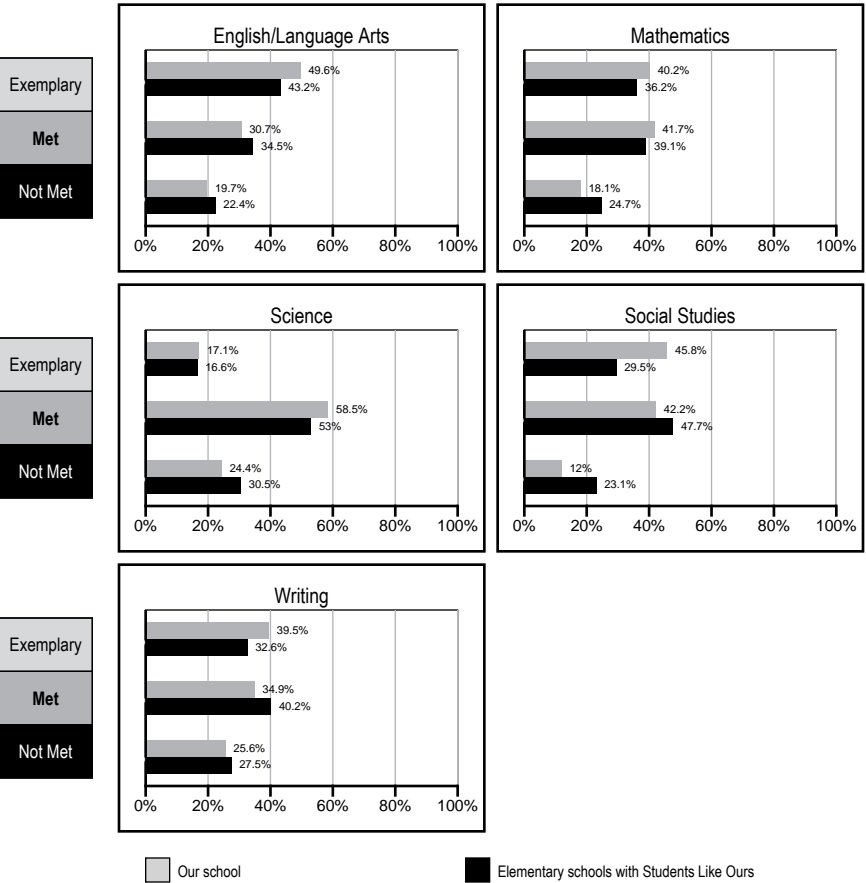
93.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
21	45	55	3	0

\* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=259)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 1.2%	1.2%	1.0%
Attendance rate	96.7%	Up from 96.2%	96.4%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=23)</b>				
Teachers with advanced degrees	69.6%	Up from 66.7%	61.9%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	91.4%	Down from 93.3%	89.7%	88.7%
Teacher attendance rate	95.3%	Up from 95.2%	95.2%	95.1%
Average teacher salary*	\$50,580	Up 5.1%	\$47,395	\$47,210
Professional development days/teacher	15.8 days	Up from 13.7 days	10.8 days	10.5 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	14.8 to 1	Down from 16.2 to 1	19.9 to 1	20.0 to 1
Prime instructional time	89.0%	Down from 89.1%	90.3%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.5%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$10,288	Down 11.0%	\$7,098	\$7,247
Percent of expenditures for instruction**	61.4%	Down from 64.3%	67.9%	68.2%
Percent of expenditures for teacher salaries**	59.7%	Down from 61.0%	66.2%	65.7%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

We were very proud that Cannons Elementary was recognized by the State Department of Education with a Palmetto Silver Award for student growth as measured by the Palmetto Assessment of State Standards. Our school received the Whole Child Award presented by the South Carolina Association for Supervision and Curriculum Development in the area of providing for high quality student engagement. Student engagement is a priority for us and led us to become an Arts in the Basic Curriculum School Site. We strive to build on this success to continue enhancing student achievement and create meaningful learning experiences for our students.

The Artists' Guild of Spartanburg, with support from an Art and Culture in Our Schools Grant, supported artists in residency throughout the year. Students experienced art in a variety of forms allowing them to build connections to the core curriculum. A grant from the Greater Spartanburg Arts Council allowed us to host local artists and musicians at school events, exposing students and our community to quality art work. Art from eight local artists was on display in our community art gallery. Members of the community joined us for evening events such as Open House, Family Literacy Night, Math Science Technology Night, The Spring Arts Festival, and the PTO Fall Festival.

Professional development was strongly supported by our district in the area of arts integration. A consultant from the Kennedy Center for Performing Arts worked with the faculty to strengthen instructional practices across the curriculum. A twenty-four member Arts Education Steering Committee comprised of community members, faculty, parents and local artists was formed to create An Arts Education Strategic Plan. The plan is aligned with our district accreditation and school improvement plans and outlines goals in the areas of arts integration and fine arts programs. In addition to professional development in the area of arts integration, teachers attended training provided by the district to develop an implementation plan for the Common Core Curriculum Standards.

A combination of assessment tools such as Measures of Academic Progress, portfolio assessment, teacher created formative assessments, and district summative assessments made it possible to review each student's strengths and build challenging and differentiated instruction. Instruction was delivered through a variety of strategies including arts integration, inquiry, flexible small group instruction based on need and interest, and technology.

The School Improvement Council, PTO, parents and community continue to enhance learning at Cannons Elementary with their involvement and support. Our volunteer tutoring and mentoring program was staffed with twenty-three volunteers who served students in second and third grades. The faculty, staff, students, parents and community worked together to focus on maintaining an excellent school climate in order for students to learn and know they are a valued member of their school community.

Karen Grimm, Principal

Brooks Amick, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	37	29
Percent satisfied with learning environment	96.3%	97.3%	96.4%
Percent satisfied with social and physical environment	100.0%	100.0%	93.1%
Percent satisfied with school-home relations	100.0%	100.0%	92.9%

\* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	98.0
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Cannons Elementary School school has been designated as a:

- ☒ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.6%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	670.9	658.0	630.2	654.7	100.0	100.0
Male	662.1	654.2	634.1	658.3	100.0	100.0
Female	682.8	663.1	625.5	650.2	100.0	100.0
White	674.1	658.6	635.1	657.2	100.0	100.0
African American	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	655.0	650.0	623.3	642.1	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	40	95	5.6	36.1	58.3	94.4
	4	45	100	22.7	38.6	38.6	77.3
	5	46	100	11.6	39.5	48.8	88.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	48	100	15.2	17.4	67.4	84.8
	4	39	100	23.7	42.1	34.2	76.3
	5	48	100	20.9	34.9	44.2	79.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2011	3	40	100	5.3	55.3	39.5	94.7
	4	45	100	25	34.1	40.9	75
	5	46	100	14	32.6	53.5	86
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	48	100	17.4	30.4	52.2	82.6
	4	39	100	15.8	60.5	23.7	84.2
	5	48	100	20.9	37.2	41.9	79.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2011	3	20	100	20	70	10	80
	4	45	100	29.5	59.1	11.4	70.5
	5	23	100	9.1	63.6	27.3	90.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	24	100	13	52.2	34.8	87
	4	39	100	28.9	68.4	2.6	71.1
	5	24	100	28.6	47.6	23.8	71.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	20	100	16.7	33.3	50	83.3
	4	45	100	27.3	52.3	20.5	72.7
	5	23	100	19	47.6	33.3	81
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	24	100	8.7	34.8	56.5	91.3
	4	39	100	13.2	47.4	39.5	86.8
	5	24	100	13.6	40.9	45.5	86.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	46	100	16.3	32.6	51.2	83.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	48	100	25.6	34.9	39.5	74.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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